English 1
Argument Writing – Justice: Taking a Stand for What is Right

Instructional Unit Resource for the
South Carolina College- and Career-Ready Standards for English Language Arts

English 1: Argument Writing:
Justice—Taking a Stand for What is Right.

Unit Rationale/Overview:
This unit focuses on argument writing in conjunction with the thematic study of a novel. Its purpose is to introduce students to the art of argument writing. It was created with the intention of supplementing any literary unit centered on the theme of justice. As students learn to advocate for ideas, understanding the elements of effective is an essential skill. They will study both how to construct arguments and how to respond to arguments presented to them.

The Profile of the South Carolina Graduate (http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf) addresses three areas of importance for all high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. World Class Knowledge and some World Class Skills are typically taught in an educational setting, but Life and Career Characteristics are important focus. Commonly called soft skills, Life and Career Characteristics are just as essential as academic knowledge. These Life and Career Characteristics include integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills; without them, the student will not be able to achieve his fullest potential. These skills will be enhanced through the use of the writing workshop as students.

Estimated time frame: four weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators
Inquiry
  E1.I.4   **Synthesize information to share learning and/or take action.**

Reading--Literary Text
  E1.RL.6   **Summarize key details and ideas to support analysis of thematic development.**
  E1.RL.6.1   Determine a theme of a text and analyze its development over the course of the text, including how it
                 emerges and is shaped and refined by specific details; provide an objective summary of the text.
  E1.RL.7   **Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory,**
                 and kinesthetic modalities.

E1.RL.7.2   Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

E1.RL.12   Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

E1.RL.12.1   Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise, citing support from the text.

Reading--Informational Text

E1.RI.5   Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

E1.RI.5.1   Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple interpretations.

Writing

E1.W.1   Write arguments to support claims with clear reasons and relevant evidence.

E1.W.1.1   Write arguments that:
   a. introduce a precise claim and differentiate between the claim and counterclaims;
   b. use relevant information from multiple print and multimedia sources;
   c. assess the credibility and accuracy of each source;
   d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants,
   e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;
   f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
   g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
   h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
   i. provide a concluding statement or section that follows from and supports the argument presented; and
   j. include a call to action.

Communication

E1.C.1 **Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

E1.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.

E1.C.1.3 Develop, apply and adjust reciprocal communication skills and techniques with other students and adults.

E1.C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.

Embedded Standards/Indicators

Inquiry-Based Literacy

E1.I.1 **Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

E1.I.2 **Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

E1.I.3 **Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

Reading-Literary Text

E1.RL.5 **Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

E1.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

E1.RL.7 **Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

E1.RL.7.1 Trace the development of a common theme in two different artistic mediums.

E1.RL.12 **Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

E1.RL.12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.

E1.RL.13 **Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring**

new learning, and building stamina; reflect on and respond to increasingly complex texts over time.

E1.RL.13.1   Engage in whole and small group reading with purpose and understanding.

E1.RL.13.2   Read independently for sustained periods of time to build stamina.

E1.RL.13.3   Read and respond to grade level text to become self-directed, critical readers and thinkers.

Reading--Informational Text

E1.RI.6   **Summarize key details and ideas to support analysis of central ideas.**

E1.RI.6.1   Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

E1.RI.7   **Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

E1.RI.7.1   Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.

E1.RI.9   **Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

E1.RI.9.1   Use context clues to determine meanings of words and phrases.

E1.RI.10   **Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.**

E1.RI.10.1   Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view of purpose.

Writing

E1.W.4   **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

E1.W.5   **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Communication

E1.C.1   **Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

E1.C.1.4   Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.

E1.C.1.6	Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.

Clarifying Notes and "I Can" Statements

This unit focuses on the art of persuasion by analyzing rhetoric in historical speeches and documents that were influential in making arguments for justice or against injustice. Its purpose is to introduce students to the concept of justice as a theme that can be traced through literary texts and found in significant informational texts such as speeches and historical documents.

These unit lessons provide detailed instruction on developing arguments in the classroom. The unit should be taught along with the study of literature. Examples of suitable literature are provided in the resource section. Ideally, this unit would include a main text or novel that focuses on the theme of justice and includes supplemental texts centered on the same theme. In addition to reading a main text or novel, students should read informational articles, poems, and short stories that illustrate the theme of justice. Teachers are encouraged to select any rigorous texts that are appropriate and that meet the requirements of their department, district pacing guides, or book selection procedures. For the purpose of this unit, examples from the *To Kill a Mockingbird* curriculum from Facing History will be used. For this resource see: https://www.facinghistory.org/mockingbird .

"I Can" Statements
- I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society. (E1.RI.)
- I can choose a side of an argument and identify claims that support my choice. (E1.W1.1e)
- I can use organizational formatting structures to develop my writing ideas. (E1.W.2)
- I can compose a clear and logical piece of writing that demonstrates my understanding of argument writing. (E1.W.2)
- I can review and/or research materials to be discussed and determine key points and/or central ideas. (E1.W1.1)
- I can interact with others to help develop knowledge collaboratively. (E1.C.1)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.
- What do good readers do?
- How do I know I understand what I read?
- How do good writers produce clear and coherent writing?
- How do I meaningfully collaborate with others to create meaning from a variety of sources?
- How do I use what I know to figure out what I do not know?
  from https://kennedysclass.files.wordpress.com/2011/10/essential-questions.pdf

Academic Vocabulary

Some students may need extra support with academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction is during the modeling process.

credibility
reliability
counterclaim
rebuttal
thesis
audience
supporting evidence
ethos
logos
pathos
rhetoric
rhetorical devices
warrants
claims
appeals

Prior Knowledge

Prior to this unit, students will need experience with:
- transacting with texts to formulate questions, considering alternative views and multiple perspectives, synthesizing information, and reflecting on the learning process;
- summarizing, interpreting, and analyzing both literary and informational texts;
- writing to inform;
- interacting with others.

Subsequent Knowledge

Enduring skills acquired during this unit include the abilities to:
- use a variety of strategies to make sense of key ideas and details presented in text;
- analyze texts for structure, purpose, and viewpoint in order to gain insight and strengthen understanding;
- gain a keener insight into the integration of knowledge and ideas in order to analyze and evaluate content through

collaboration;
- purposefully focus, detail, organize, and sequence writing in a way that clearly communicates ideas to the reader.

Potential Instructional Strategies

Possible literature selections are provided in the resource section. Ideally, this unit would include a main text or novels that focus on the theme of justice, and include supplemental texts centered on the same theme. In addition to reading a novel, students should also read informational articles, poems, and short stories that show the theme of justice throughout. Teachers are encouraged to let students select any rigorous novel that is appropriate for their classroom and fits with the particular requirements of the unit, department or district pacing guides, or book selection procedures. For the purpose of this model unit, examples from the *To Kill a Mockingbird* curriculum from Facing History will be used. For more information see: https://www.facinghistory.org/mockingbird

Instructional Strategy: Lead a discussion asking the students what the word "justice" means to them.
Learning Target: I can interact with others to help develop knowledge collaboratively. (E1.C.1)

a. Have students write their own definitions of justice, and come up with three examples.

b. Have students share their answers with a partner. Then with their partners, have them write their definition of justice and agree on their best example. Have willing pairs share their definitions and examples of justice. Pairs could also write their definitions and examples on bulletin board paper, post to a class blog, or simply write them on the board.

c. Discuss similarities or differences that can be observed among those definitions. Use common ideas to create a class definition of justice, perhaps bringing in other definitions of justice or quotes from significant authors.

d. Use these ideas to transition into an introduction of justice for the chosen novels. This introduction could be background knowledge on the chosen author, book trailers, historical context, or other information you choose to provide.

e. Example: the teacher could use the "Understanding Jim Crow" activity from *Facing History* to establish the reality of injustice within the historical context of *To Kill a Mockingbird,* Click here for this activity.
https://www.facinghistory.org/mockingbird/understanding-jim-crow

Instructional Strategy: To help students begin to recognize rhetorical structures, provide students background information on the use of rhetorical devices you will expect them to recognize and use in their writing.

Learning Target: I can use organizational formatting structures to develop my writing ideas. (E1.W.2)

Note:
For more information about rhetorical devices see: http://www.slideshare.net/gswider/rhetorical-devices-25180288

Instructional Strategy: Analyze famous speeches to provide students both with the structure of argument writing and exemplars of good arguments.

Learning Target: I can review and/or research materials to be discussed and determine key points and/or central ideas. (E1.W1.1)

Note:
This overview is part of a series of lessons provided by Read Write Think. This lesson has also been adapted to tie in to the theme of justice. For more information see: http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html

    a. Ask the class, "How do you know when a speech is good?" or "What is required for a speech to be considered great?"

    b. Discuss audience and rhetoric with students. If more information is needed, see resource section for persuasive techniques and rhetoric.

    c. Do a think aloud modeling your thinking and analysis, using Queen Elizabeth's speech to the troops at Tilbury http://www.readwritethink.org/files/resources/lesson-docs/QueenElizSpeech.pdf. Use the speech and its historical context as a model for the process students will use to analyze speeches they select. Provide background information about the moment in history as you model. For more information on think alouds, see: https://www.teachervision.com/skill-builder/problem-solving/48546.html.

    d. Discuss the audience and the author's manipulation of the audience. Consider posing questions such as:
- Is this a successful speech? Why?
- Queen Elizabeth uses all of the appeals – logos, pathos, and ethos – to convince her listeners, from the loyal follower to the greedy mercenary, to fight for her. How?

- The tone shifts throughout the selection. Where? But more importantly, why?

e. Have students write exit slips to assess their learning. Some possible suggestions are "Now when I hear or read a speech, I'll think about…" or "Today I learned…" or "I still need more information on…" or "I never knew…"

Learning Target: I can analyze substantive topics or texts to determine an argument that causes or has caused a debate in society. (E1.RI.)

a. Review the rhetorical devices from the previous lesson and the ways they connect to politicians' speeches.
- Example: Martin Luther King, Jr. uses an appeal to pathos in his "I Have a Dream" speech through his historical allusion to Abraham Lincoln's Emancipation Proclamation: "Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity." These words were particularly effective for an audience sympathetic to the cause of civil rights for African Americans.

b. Model connecting speech(es) used to illustrate the theme of justice and the author's use of rhetoric. Have students repeat the same process with a speech and their chosen novel.
- In *To Kill a Mockingbird*, the theme of injustice towards African Americans can be connected to the injustices of Dr. King's speech. How does Atticus' closing argument utilize rhetorical techniques?

Learning Target: I can choose a side of an argument and identify claims that support my choice. (E1.W1.1e)

a. Distribute the "Analyzing Famous Speeches as Arguments" This resource can be found at http://www.readwritethink.org/files/resources/lesson-docs/AnalyzingStudentAssignment.pdf and explain instructions.

b. Provide students an opportunity to analyze a clip of a presidential speech of their choosing. A resource that provides speeches is http://www.historyplace.com/speeches/previous.htm. You may also provide written copies of speeches. Have students take notes about rhetorical devices in the speech as they read or listen. Ask students to look for the warrant, claim(s), and appeals as they watch or listen. To accommodate all learners, students can work in pairs.

c. Have students discuss the speech as an argument with regard to purpose and intent. Work with students to identify warrants, claims, and appeals.

d. Discuss how the author/speaker attempts to persuade his or her audience.

e. Shifting to the independent practice, explain the requirements and rubric for students' independent analysis of a speech of their choosing. A sample essay rubric may be found at. http://www.readwritethink.org/files/resources/lesson-docs/ArgumentEssayRubric.pdf. For more information and printable resources see: http://www.readwritethink.org/files/resources/lesson-docs/AnalyzingStudentAssignment.pdf .

f. Provide students with a list of speeches or parameters for choosing a speech and have them select a speech to examine. For a possible resource list of speeches, see: http://www.readwritethink.org/files/resources/lesson-docs/SpeechSignOut.pdf

Instructional Strategy: Have students research their selected speeches. Encourage students to formulate their own research question about their speeches.
Learning Target: I can review and/or research materials to be discussed and determine key points and/or central ideas. (E1.W1.1)

The following questions may help guide students research:
- What was the speaker up against? What is the occasion for the speech?
- What did the author have to keep in mind when composing the text?
- What were his or her goals?
- What was his or her ultimate purpose?
- What was his or her intent?

Remind students that the writer of the speech is not always the person who delivered the speech. Many people assume that the speaker is also the writer. Ask students to verify who wrote the speech. Have students share their findings in small groups.
(A printable resource is available from Read Write Think a
 http://www.readwritethink.org/files/resources/lessondocs/ResearchQuestions.pdf president, senator, etc.)

Learning Target: I can compose a clear and logical piece of writing that demonstrates my understanding of argument writing. (E1.W.2)

Students must write a thesis and outline and gather research materials for writers' workshop. The thesis statement should answer the following question: What makes this speech worthy of being one of the world's most famous speeches? Students should use any notes they may have taken during the other lessons as they begin their work.

Helpful resources for writing the argument: the Analyzing Famous Speeches as Arguments http://www.readwritethink.org/files/resources/lesson-docs/AnalyzingStudentAssignment.pdf, the Essay Rubric http://www.readwritethink.org/files/resources/lesson-docs/ArgumentEssayRubric.pdf.

   a. Set up students in groups of four.

   b. Ask students to share their outlines and thesis statements.

   c. Monitor student groups and provide feedback and clarification.

   d. Have students discuss the elements of an argument that they plan on addressing.

   e. Finally, have students work on writing their papers by starting their introductions with an enticing "grab" or "hook." If time permits, have students share their work with one another. They should organize their essays to provide a claim analyzing their chosen speech, and
   f. Allow students independent writing workshop time to complete their writing of their analysis/argument.

Learning Targets:
   • **I can compose a clear and logical piece of writing that demonstrates my understanding of argument writing. (E1.W.2)**
   • **I can interact with others to help develop knowledge collaboratively. (E1.C.1)**

   a. In this session, students will respond to each other's drafts, using the Peer Response Handout available at

(http://www.readwritethink.org/files/resources/lesson-docs/AnalyzingPeerEditingWS.pdf) and the Argument Essay Rubric found at http://www.readwritethink.org/files/resources/lesson-docs/ArgumentEssayRubric.pdf).

b. After setting a due date for the final draft of their papers, advise students of their final timeline.

c. Remind students that their work will be evaluated, using the Argument Essay Rubric (http://www.readwritethink.org/files/resources/lesson-docs/ArgumentEssayRubric.pdf). They should use the criteria along with the comments from their peers to revise and polish their work.

Instructional strategies for differentiating instruction:
- Inquiry Based learning.
  - Edutopia (http://www.edutopia.org/blog/strategies-for-inquiry-based-learning-john-mccarthy) Blog contains instructions on the following strategies to promote student questioning: Question Formulation Technique (QFT), Chalk Talk, Say Something, Save the Last Word For Me, and the Harkness Discussion.

- The Inquiry Chart
  - Adolescent Literacy (http://www.adlit.org/strategies/21826/) The Inquiry Chart (I-Chart) is a strategy that enables students to generate meaningful questions about a topic and organize their writing. This instructional strategy fosters critical thinking and strengthens reading skills. I-Charts can be used with the entire class, small groups, or individual work. The I-Chart procedure is organized into three phases: (1) Planning, (2) Interacting, and (3) Integrating/Evaluating.

  - Read Write Think - NCTE (http://www.readwritethink.org/professional-development/strategy-guides/inquiry-charts-charts-30762.html) The Inquiry Chart (I-Chart) strategy is one that allows students to examine a topic through integrating prior knowledge on the topic with additional information found in a variety of sources. This strategy can be used to differentiate instruction for each student's needs and can also be used as an assessment tool to measure students' understanding of a given topic.

Reading:
- Reading Strategies for Informational Texts (http://learning.blogs.nytimes.com/2011/06/14/the-times-and-the-common-core-standards-reading-strategies-for-informational-text/?_r=0)
  - These reading strategies are specifically geared to reading informational texts, as these strategies are different from those used for literary texts. While based on the Common Core Standards, these skills are universal and can easily be

realigned to the SCCCRS standards.
- Teaching the Essentials http://www.englishcompanion.com/pdfDocs/BurkeHOutsFullWorkshop.pdf
  - Scaffolding arguments through a variety of reading strategies and graphic organizers.

- Analyzing Famous Speeches as Arguments (http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html)
  - This provides specific lesson plans and resources for delineating arguments using famous speeches. Students would be able to analyze speeches as argument essays in preparation for writing their own arguments.

- Exploring Free Speech and Persuasion with *Nothing But the Truth* (http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-free-speech-persuasion-394.html)
  - Although this site is centered on the novel *Nothing but the Truth* by Avi, it provides essential elements, questions, and activities that are easily transferable to many justice-themed novels or short pieces.

- Finding Common Ground: Using Logical, Audience-Specific Arguments (http://www.readwritethink.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html)
  - This resource provides strategies for writing argumentative pieces that are geared to a specific audience, having taken care to consider the specific audience to which the student is trying to appeal.

- For Argument's Sake: Playing "Devil's Advocate" with Nonfiction Texts – Read Write Think (http://www.readwritethink.org/classroom-resources/lesson-plans/argument-sake-playing-devil-31105.html)
  - This resource provides strategies which help students in considering alternative points of view to which they will need to respond when writing arguments of any type.

- Rhetorical Analysis Lesson Plans (http://lessonplans.dwrl.utexas.edu/pedagogical-goals-rhetoric/rhetorical-analysis)
  - This resource from the University of Texas provides lesson plans on rhetorical analysis.Some of the content used to teach these concepts is intended for college students, but the lessons and materials provide an easily modifiable framework that can be adapted for the high school classroom.

- Persuasive Techniques in Advertising (http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html)
  - This is a helpful resource for connecting to persuasive techniques used in advertising.

Vocabulary strategies:
- Instruction on using the Frayer Model, a graphic organizer for teaching vocabulary. http://www.readingeducator.com/strategies/frayer.htm

- This resource provides plans for students to create a personal dictionary as they read and learn new vocabulary. http://www.readwritethink.org/classroom-resources/lesson-plans/using-word-journal-create-20.html

- This resource provides information on modelling a think aloud and discussing the benefits of having students use think alouds to enhance their own understanding of what they read. https://www.teachervision.com/skill-builder/problem-solving/48546.html

Writing:
- Arguments in an Essay on Literature (https://owl.english.purdue.edu/owl/resource/713/06/)
  - This resource from Purdue University's Online Writing Lab (OWL) provides a basic overview for how to develop an argument for a literary essay. Along with other resources from the Purdue OWL, it can provide students with references for how to develop and cite research.

- Developing Evidence-Based Arguments from Texts (http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html)
  - This resource focuses on writing with a strong focus on evidence taken from literary or informational text to support *all* claims. These lessons provide resources and guides to helping students accomplish this major step in academic writing.

- Modeling Academic Writing Through Scholarly Article Presentations http://www.readwritethink.org/classroom-resources/lesson-plans/modeling-academic-writing-through-1133.html
  - Using scholarly articles, teachers can model academic writing for students in order to provide them with authentic exemplars of writing. This activity helps to make these articles accessible by scaffolding students into academic writing through presentation that allows students the opportunity to teach each other

- Picture This: Combining Infographics and Argumentative Writing (http://www.readwritethink.org/classroom-resources/lesson-plans/picture-this-combining-infographics-31135.html)
  - Students conduct research to help make the distinction between persuasive and argument writing and articulate their findings through the use of online infographic software. This research helps students to establish the conventions of

both forms of writing as well as providing them the opportunity to create their responses in a new medium.

Communication:
- Thoughtful Threads: Sparking Rich Online Discussions (http://www.readwritethink.org/classroom-resources/lesson-plans/thoughtful-threads-sparking-rich-1165.html)
  - This lesson is based in literature circles, which are dependent upon online discussions among members. Includes methods to help students generate productive and insightful discussion questions which can be used to enhance online discussions.

- Teaching with Blogs (http://www.readwritethink.org/professional-development/strategy-guides/teaching-with-blogs-30108.html)
  - This medium is perfect for the writing of argument or persuasion. Blogs provide the opportunity to post on a variety of topics, link to other relevant resources, and respond to the posts of others. This resources provides an introduction for those who want to get started with blogs in their classrooms.

- Creating a Persuasive Podcast (http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html)
  - Build students' twenty-first century skills by helping them to use the medium of a podcast to use their persuasive skills. This medium will appeal to both tech-savvy and aural learners. This activity uses similar skills necessary for creating speeches through a high-tech format.

- Socratic Smackdown (http://edhacks.businessinnovationfactory.com/sites/default/files/docs/iop_printplay_socraticsmackdown_v1.pdf)
  - This is a versatile humanities game designed to practice argumentation skills on any topic or text. Students will be able to prepare for discussions, use a variety of discussion skills, ask and answer deep questions, and build on and refute others' ideas.

- PVLEGS strategy for teaching public speaking. This is an excellent blog with many links to help teachers teach public speaking. https://pvlegs.wordpress.com/

Potential Assessment Tasks

Potential Formative Assessments

- As with any unit that focuses on writing processes, drafts and peer revision are a formative assessment. (E1.W1)

- Formative assessments regarding the delineation of arguments or rhetorical analysis as provided in the potential instructional strategies above can be used to assess students' progress and understanding. (E1.W1.1)

- Short written assignments provide students with practice before the longer writing assignments for the end of the unit. These could be letters to the editor, open letters to historical figures or authority figures, or other short written pieces that practice the use of rhetorical devices to get one's point across. (E1.W1.1)

- Informal discussions where students have to contribute a specific argument using evidence to support their claims. (E1.RL.7)

- Socratic seminars for assessing students' performances based on their ability to participate in discussion, persuade their peers, and have peer-provided feedback to critique their arguments and rhetoric. (E1.C.5.2)

Potential Summative Assessments

Analyzing speeches as arguments paper. (E1.W1.1)

- ○ See assignment from Read Write Think http://www.readwritethink.org/files/resources/lesson-docs/AnalyzingStudentAssignment.pdf

- ○ See rubric from Read Write Think http://www.readwritethink.org/files/resources/lesson-docs/ArgumentEssayRubric.pdf

- Have students compose, edit, and deliver a speech that utilizes rhetoric and functions as argument targeting a specific audience. (E1.C.5.2)

- Have students analyze academic arguments and present their findings to the class. See Modeling Academic Writing Through Scholarly Article Presentations (http://www.readwritethink.org/classroom-resources/lesson-plans/modeling-academic-writing-through-1133.html)

- Write a literary argument essay analyzing the chosen book for this unit. See Developing Evidence-Based Arguments from Texts (http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html)

Resources

Reading

Novels:
- *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie
- *Nothing but the Truth* by Avi
- *The Hunger Games* by Suzanne Collins
- *A Lesson Before Dying* by Ernest T. Gaines
- *To Kill a Mockingbird* by Harper Lee
- *Monster* by Walter Dean Myers
- *The Hunger Games* by Suzanne Collins

Excerpts and Short Pieces:
- "Letter from a Birmingham Jail" by Dr. Martin Luther King, Jr.
- So Just: A Primary Source History of Social Justice http://www.sojust.net/
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